south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

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South Dakota Counts

South Dakota Counts is a Title II Part B (Math-Science Partnership, U.S. Department of Education) project focused on improving elementary math instruction. All seven Education Service Agencies and the Sioux Falls School District are partners with the South Dakota Department of Education and CAMSE for this initiative. Funding of the three-year project averages out to $1 million per year.

Focus of the work is three-fold:

- Improve elementary teacher content knowledge in mathematics
- Improve teacher understanding of student thinking in mathematics
- Develop local leadership capacity in elementary mathematics

Participants:

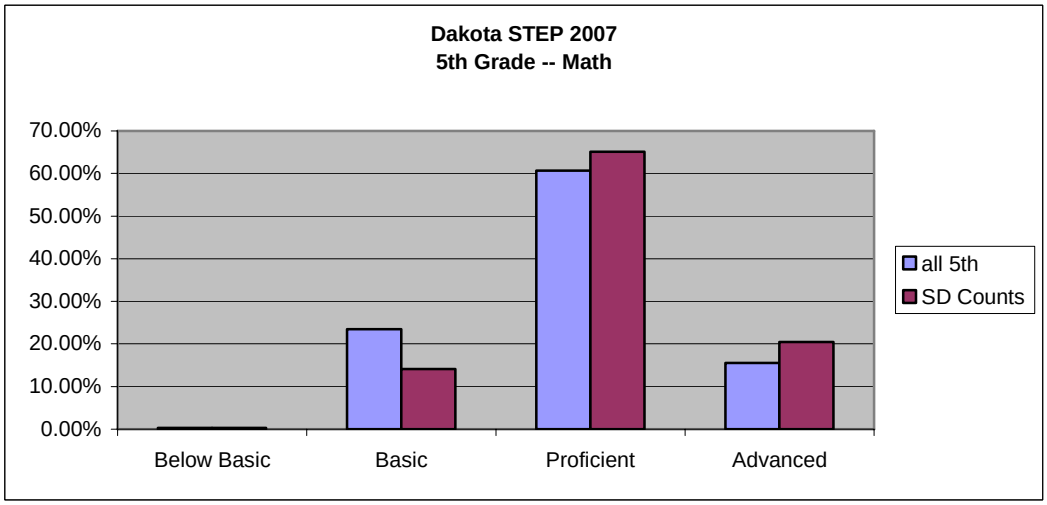
Participants in South Dakota Counts include eight math specialists (one per ESA and Sioux Falls); 103 school districts; four private schools; 150 elementary schools; 180 Teacher Leaders (grades K-6); and elementary principals. **During the 2006-07 school year, 2,750 K-6 students were impacted by the South Dakota Counts initiative.**

Highlights to date:

- Teacher leaders – two week-long summer institutes (4 graduate credits); average of 90 hours of ongoing professional development during the school year including two graduate courses, coaching sessions, monthly meetings; sharing with other teachers at local level
- Math specialists – 10 weeks of training (12 graduate credits)
- Elementary principals – 30 hours of professional development on research-based mathematics instruction
- More than 1,500 teachers participated in local or regional professional development activities during the summer of 2007 to expand the work within participating schools and districts

Student impacts:

Fifth grade had the greatest number of teacher leaders and students impacted. The final Dakota STEP analysis for all students impacted by South Dakota Counts in grades 3-5 is still ongoing.



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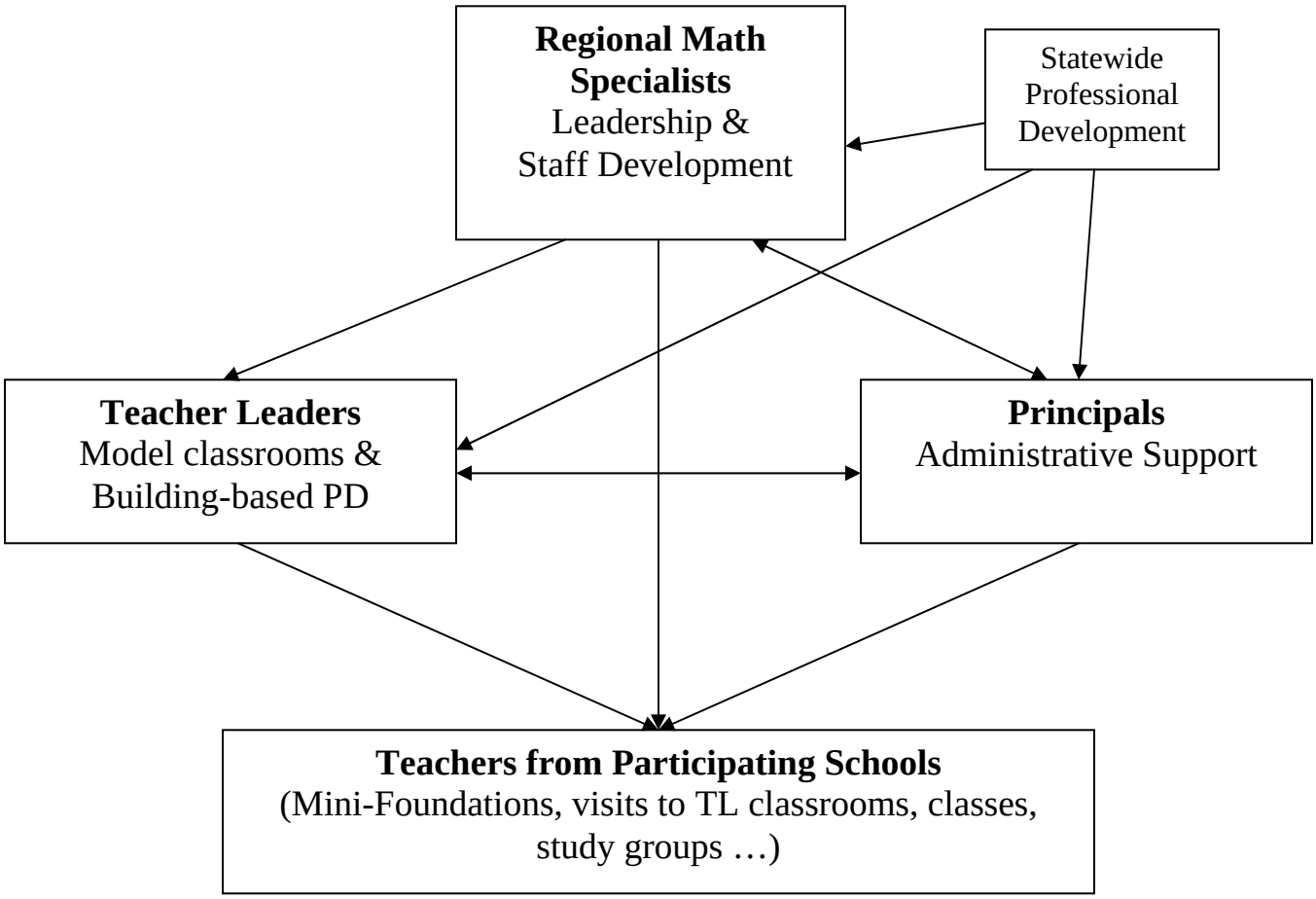
Theory of Action



Regional & Building Outcomes:
Increased infrastructure & leadership capacity for improving math education

Teachers Outcomes:
Increased understanding of how students learn;
Changes in classroom practice

Student Outcomes:
Deeper student understanding; increased student achievement; more productive dispositions